**Math Lesson Plan**

**Unit 1 – Date: September 20th-21st**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Essential Question(s)** | How can we generate equivalent expressions?  How are variables used in mathematics? | | |
| **Common Core Standard:** | 6.EE.3 and 6.EE.4 | | |
| **Bloom’s/ DOK** | Apply (apply-3) Generate (apply-3) (DOK2)  Identify (understand-2) (apply-3) (DOK3) | | |
| **Learning Target(s)**  “I can…” Statements | * I can create a visual model to show two expressions are equivalent (algebra tiles). * I can determine whether two expressions are equivalent by using the same value to evaluate both expressions. * I can use the properties of operations to justify that two expressions are equivalent. | | |
| **Essential Vocabulary** | **Algebra, expressions, equivalent, value, evaluate, properties, coefficient, constant, like terms, simplify,** | | |
| **Resources and Materials** | **Teacher** | | **Technology** |
| **3-5 On Core pg. 73-76** | | Online Session[: Simplifying Algebraic Expressions](https://gems.gcsnc.com/lvcontentitems_41/lvContentItems_41/DispForm.aspx?ID=148&source=/_layouts/LearningVillage/CloseDialog.aspx)  **Destination Math:**  **Session:** [**Simplifying Algebraic Expressions**](https://gems.gcsnc.com/lvcontentitems_41/lvContentItems_41/DispForm.aspx?ID=148&source=/_layouts/LearningVillage/CloseDialog.aspx)  **Websites:**  [**Distributive property practice**](http://www.quia.com/ba/15357.html) |
| **8 Mathematical Practices:** | | | |
| * 1. Make sense of problems and persevere in solving them. * 2. Reason abstractly and quantitatively. * 4. Model with mathematics. | | * 7. Look for and make use of structure. | |
| **Bell ringer** | **Over head warm-up** | | |
| **Activating Strategy**  (Opening Activity) | **Day One:**  **Pass out handfuls of pattern blocks to students and have them combine like terms. Different shapes are different variables and students must decide on a coefficient for each variable. As separate variables first, then have students write coefficient.**  **Day Two:**  **Students get entire “strip” worksheet** | | |
| **Cognitive Teaching Strategies** | **Day One:**  **Work through examples with color, boxes, triangles, circles to indicate like terms. Then combine.**  **On Core pg. 73-74 EXPLORE section.**  **Holt pg. 156**  **Day Two:**  **On Core pg. 75-76 for regular and advanced students. Go over with students.**  **Pg. 77-80 for advanced problem solving.** | | |
| **Summarizing Strategy**  (Closing Activity) | **Use “strip” activity. One strip per student as TOD.**  **Day Two:**  **Check independent practice.** | | |
| **Assessment** | | **Homework** | |
| **Students complete their strip with 100% accuracy.**  **Day Two:**  **Practice section on page 76 with 80% accuracy** | | **Pizzazz puzzle worksheet.**  **Review for mastery pg. 158 Lesson 4-3 Holt**  **Advanced pg. 158 Lesson 4-3 Holt Problem Solving.** | |
| **Re-teaching Plan** | **Peer partnering to work with struggling students.** | | |